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A. PARISH, EDITOR OF THIS NUMBER.

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COMPOSITION WRITING.

PROBABLY no branch of school study receives less systematic, thorough attention than that of *Composition Writing*. In nearly all our country schools, it is scarcely deemed an essential part of a child's education. If practised at all, it is merely an occasional exercise, without definite aim on the part of the teacher, or a sense of obligation as a part of his duty. In giving instruction on English Grammar, does he not teach the pupil how "to *speak* and *write* the English Language correctly?" What more can be required? If it were true that grammar is so taught as to be of much practical utility, the question would be a pertinent one. But with a very slight knowledge of the theory, and in the almost total absence of any practical use of the principles of English Grammar, it is not a matter of wonder that the art and practice of "composition" should be almost unknown in our schools.

Nor does the blame rest altogether on teachers. In qualifying themselves for their vocation, they devote their time and attention chiefly to those branches which they suppose will be most urgently required. When arrayed before the examining tribunal to exhibit their attainments and capacity for instructing youth, how seldom do we hear the School Committee inquire about methods of instruction in this branch of study, or find them giving exercises to test their capability for teaching the same. Again, when the teacher enters his school, he immediately finds himself so overwhelmed with the multitude of other branches to be taught and duties to be performed, that it becomes an impossibility to bestow any reasonable portion of his time or labor upon this branch, however much he may desire it. While Arithmetic is deemed of the highest importance, to

teach the child how to compute *dollars and cents* in connection with all the various transactions of business ; and Reading, that he may learn to comprehend what others have written, the practice of *thinking and expressing thought* in appropriate and correct language of his own, is rarely presented as an *essential element* of education in our schools.

All other studies have their *time, place* and the particular attention of the teacher, in the arrangement of school duties. But how is it with the exercise of Composition ? In our annual schools, where instruction is most thoroughly imparted in this branch, it is rarely required oftener than *semi-monthly*. Other branches have their hours of study and recitation assigned *daily*, and with all regularity possible,—and a number sufficient to occupy the mind of the pupil through all the school hours of each day, and perchance, lest some leisure hours should slip away unimproved, a little “home study” may be required in addition. But where now is the opportunity to prepare a composition, even once in two or three weeks ? No provision whatever is made for it ; no time allowed. Still the exercise must be performed,—the composition must be written. Too much like the miser’s advice to his son, is the teacher’s to the pupil, “Get money ; get it honestly, if you can, but get money.”

The scholar is required to do what it would be deemed preposterous to demand of him in any other branch of study. He must perform that on which he receives little or no direct instruction, in hours which are ordinarily devoted to recreation, exercise, or necessary business. *The task is in every way exaggerated* ; the duty itself, one of the most difficult, from the very nature of the case, which is ever required ; the time most inconvenient, because irregular and taken from what belongs to something else ; an exercise in which the least aid is rendered by the teacher. In addition to all other obstacles, when the task is accomplished, if well done the meed of praise for it is scarcely sufficient to excite a love for the practice ; but if defective, as few are not, the paucity and crudeness of thought, ignorance and unskilfulness in the use of language, all tend to produce mortification of feeling and distaste for the exercise, which create a *dread* of repetition, not unlike that we read of respecting the “burnt child.” Is it surprising, then, under these circumstances, that the pupil should procrastinate till the last moment, and then in a quarter or half hour hastily and imperfectly scribble down something to pass as an apology for a composition,—or present an old one, or borrow from a schoolmate, or copy from a book ?

Again, what measure of improvement ought to be expected from an exercise thus managed ? Submit Arithmetic, Grammar, Reading, or Spelling, to the same method of treatment,—

two, three or even a half dozen exercises in a term, and it would be no less an outcast among studies than is composition writing at the present time.

But what shall we say of the *relative importance* of the art of transferring thought to paper, rendering it cognizable to the senses? Has it taken its present abject position because it deserves no higher place? The two leading objects to be sought for, in the course of school instruction, by both teacher and pupil are, *first*, a vigorous, well-balanced, thoroughly disciplined mind; and *second*, an intimate acquaintance with general principles as applicable to all the relations in life, together with such a knowledge of facts as may be gathered without detriment to a thorough preparation of mind for the future reception and retention of information.

If any exercise is valuable for disciplinary purposes, which requires fixedness of mind,—consecutive thought,—clear perception of objects, and a true relation of ideas and things,—energy, activity and skilful employment of every faculty of the mind, there can be no other superior to this. In our estimation, neither the study of Mathematics nor Ancient Languages can take precedence of it, provided the same degree of interest and continuity of thought can be secured in its application. No individual can write intelligibly, without an acquaintance with the nature and relation of the objects to which his attention is directed; investigation becomes necessary, at once, and the mind is stimulated with new knowledge, is expanded, invigorated and furnished with new facts and principles till it acquires its perfect stature. Thus, whether *discipline*, or the *acquisition of information* be the object, what process is better adapted to secure the end than a judicious use of the pen?

But direct practical utility, in the daily transaction of business, demands an increased attention to this branch of education. It has been said that "men's manners have sometimes made their fortunes;" and a person's language, whether written or oral, cannot be a matter of less importance than his personal appearance and action. Incorrect spelling, improper use of capital letters, ungrammatical sentences, and unintelligible forms of expression, not only degrade the individual in the minds of those with whom he corresponds, but not unfrequently become a barrier to the advantageous transaction of business.

A manufacturer recently received a communication from another, of great pecuniary importance, but full of errors in spelling,—badly written, so indefinite and ambiguous in expression that it was almost impossible to ascertain its purport. And yet the individual to whom it was addressed *must act* upon the premises contained in the letter, at the risk of great loss should

he misapprehend the meaning of the writer. After puzzling his brain to decipher the epistle, the gentleman remarked,—“The writer of this communication is a very capable business man, and in all personal relations agreeable, efficient, and, except his correspondence, competent; but our business must necessarily be carried on chiefly by writing, and I cannot consent to be subjected to so great inconvenience and hazard in our transactions. This must be the last of my dealings with him.”

An individual standing as a prominent candidate for a situation commanding a salary of \$1500 a year, whose qualifications were very acceptable, was rejected solely on account of a few errors in spelling. Read the following *literatim* copy of an order given to a teacher by a *school committee man*, within the present year, and observe the impression it makes on your own mind respecting his mental calibre and qualifications for his office. “To the treasurer of the 1st. School Destrict sir please pay the Barror eighty four Dollors and fifty cents and charge the Destrict.”

And yet this gentleman exhibits a personal appearance and *presence*, which would lead to the inference that he is abundantly qualified to discharge with perfect accuracy, any ordinary office in the gift of the people.

In the simple matter of letter writing, who can tell how much the good opinion, esteem, and even friendship and affection, may be influenced by the style of communication of the writer? It may not be a matter to be spoken of, but every one is conscious of an impression, on perusing a communication addressed to us, which must necessarily affect our feelings and judgment with regard to the writer. If, as some affirm, the character of an individual may be discerned from the style of his penmanship, how much more clearly can the mental character and capacity be penetrated, through the medium of written correspondence. In this age, when no individual can hope to escape the necessity of expressing thought on paper,—and the demand for this will always be greater than is previously anticipated,—the importance of thorough training and due preparation cannot be well over-estimated.

We had designed to present in this article, some *hints* or *methods* of teaching this branch of study; but our limits forbid, and we must close by saying, that it cannot be commenced too early, and it should be a *frequent* and *regular* exercise for the pupil from the time he can write words to the close of his attendance on school; and if properly taught it will not be a thing which he will willingly lay aside, but rather will find it among the pleasantest of school acquisitions for practical use and entertainment.

For The Massachusetts Teacher.

THE TEACHER.

GOING at *morning* forth

Bearing the precious grain,
Scatter it over the waiting earth,
Watch for the Summer rain.
Scatter it West and South and North,
All shall be found again.

Scatter it gently, in faith and love,
Over the fertile lea,
Angels are watching thy labors above,
Boundless the harvest shall be.
Sowing it lovingly, riches of love
Yet shall be meted to thee.

Thine may be seasons of wearying toil,
Softening the sullen clod,
Patiently, constantly tilling the soil,
Turning the deep-rooted sod.
Striving the enemy's projects to foil,
Watching where error has trod.

Yet is no glory but bringeth its pain,
Cross shall inherit the crown,—
Who in the warfare would victory gain
Claspeth not pillow of down.
Over the hill-side and over the plain
Waveth the harvest of brown.

Not they who brightest and loftiest shine
Blessings most valued afford,—
Life full of duty is nearest divine,
Imitates closest the Lord.
Life full of labor and honor is thine,
Crowned with a daily reward.

They who in childhood once sat at thy feet
And listened the lessons of truth,
Thy name to their children shall fondly repeat,
And call thee the guide of their youth.
Thy name shall be hallowed by memories sweets,
And blended with teachings of truth.

J. K. L.

Yale College, Sept., 1853.

UNIFORMITY IN ORTHOGRAPHY.

AMONG the various branches of common school instruction, no one seems to afford stronger evidence of general and radical defect in the teacher's vocation, than that of spelling. "Scholars are not taught spelling *now* as thoroughly as when *I* went to school," is the almost universal exclamation of that portion of the community who have arrived at the age of two score years or more. Unpleasant as it may be to us, the assertion must be admitted to be not altogether without foundation, on the one hand; while, on the other, something may be said to justify teachers, upon whom censure is so freely bestowed.

When men now in middle life were pupils in school, few branches of study were pursued, and those not very extensively, among which spelling was made prominent and essential. It was not then necessary, as now, to gratify the ambition of parents by taking the child over the whole circle of sciences; or the curiosity of the young pupil, by merely showing him how many pleasant fields may be traversed by those who are able and willing to labor for knowledge. Nor did the tyro then deem the study of too little consequence to devote to it the time and attention, which in his opinion more important duties required.

Overwhelmed with an aggregation of responsibilities, and distracted by a multiplicity of duties to which he must give his attention, the teacher of the present day would seem to possess some little apology for want of success.

But another prominent cause of failure may be mentioned. It is an undoubted fact that greater and more important changes have been wrought in our orthography within the last quarter of a century, than during a much longer period previous. It was about the year 1830, if we rightly remember, that Thomas S. Grimke of S. Carolina, one of the most brilliant scholars of this country, conceived the plan of reducing our orthography to a much more simple form, by spelling all words, as far as possible, with those letters only which should be necessary to give a proper pronunciation. He attempted to prepare a series of books, for the purpose of giving to the public a system of his method; but he did not live to accomplish his enterprise. The subject was subsequently prosecuted by many individuals of considerable literary note, until it was finally absorbed by Mr. Pitman's phonetic system of spelling and pronunciation, when it became apparent to every one, that no radical change could be effected except by the introduction of an entirely new alphabet.

During the whole of this *experimenting* period, a very general desire has been manifested in the community, to attain

greater *simplicity* and *regularity* in spelling, and a great degree of willingness has been manifested to adopt any reasonable method by which it might be attained. But the conviction has settled down on the minds of all, that the present mode of spelling must be changed *gradually*, if at all, with the full consent of the community at large, by whom no change will be adopted without a clear evidence of the advantages to be derived from it.

Many important points have been gained, and the general tendency still is, to lay aside old methods whenever greater *simplicity* can be secured without sacrificing any important principle. Thus we find the letter u dropped from the termination of a large class of words, as in *favour*,—*parlour*,—*errour*,—*superiour*, &c., and the k from many ending in *ick*, as in *publick*,—*physick*,—*musick*,—*rheumatick*,—*almanack*, &c. So accustomed have we become to this change, so natural does it now appear to the mind and eye, that it would be considered an absurdity of the grossest character, should any one propose to restore these letters according to former practice.

But while comparatively few of the changes proposed have become fully established and received into general usage, a large number of words are still unsettled, and find no less difficulty in discovering a resting place than did the bird of olden time when dismissed from the ark. Consequently, as lexicographers differ, so do the people in their orthography. What is orthodox in one meridian is heterodox in another but little removed.

No individual in the community feels greater embarrassment from this source than the teacher; for while the business or professional man may decide without hesitation for himself and disturb or harm no one, the teacher is compelled to decide both for himself and all under his charge; and if he would make his instructions intelligible, he must give satisfactory reasons for the choice he makes.

Who then ought to feel a deeper interest in the removal of irregularities from our language, or be more prompt to lend an influence to remove impediments which continually increase his labors, and tend to thwart his efforts in the discharge of his duties, than the teacher?

We have only time to offer a single practical illustration of what we mean, for the consideration of all who may be interested in this subject.

It has, until recently, been a general practice to spell all words derived from the word *travel* with a double l; thus, *traveller*, *travelling*, *travelled*; but many now omit one l; thus, *traveler*, *traveling*, *traveled*. Why should the double l be retained in the one case, or one of them be dropped in the other?

This question satisfactorily answered, will free us from one irregularity in spelling, as applicable to quite a numerous class of words of similar character. The two rules following are given in our books on orthography with respect to doubling the final consonant of derivatives, when it is preceded by a single vowel.

1. *Verbs of ONE syllable ending with a single consonant, preceded by a single vowel, double their last consonant in their derivatives ; as plan, planned ; bud, budding, rob, robber, &c.*

2. *Verbs of TWO OR MORE syllables ending with a single consonant, and having the accent on the last syllable, double the final consonant in their derivatives ; as control, controlling ; befit, befitting.*

BUT if a diphthong precedes the last consonant, (as join,) or the accent is not on the last syllable, (as suffer,) the last consonant is not doubled ; as join, joined ; suffer, suffered ; travel, traveler.

To the former of these rules we know of no exception. It is so plain that every child can easily be made to understand and apply it. The latter is no less clear and intelligible than the other ; but unfortunately we find quite a formidable list of exceptions, mostly words ending with a single *l* in the primitive, and a few in *p*, *t* and *s*, which by writers generally *have been*, and by many still *are* written with two consonants ; as *counsel, counselling ; worship, worshipping ; bias, biassing ; benefit, benefitting, &c.*, together with perhaps a hundred others, from which arose the necessity of a *third* rule to meet these exceptions ; thus,

3. *Words of two or three syllables ending in l, though not accented on the last syllable, double the final l in their derivations ; so of p, t and s.*

Now it must be obvious to every teacher, that the pupil will experience far greater perplexity in attempting to determine what words should come under the *third* rule, than to learn how to spell *all* words belonging to the *first* and *second* rules, if there were no exceptions. That these exceptions are needless, is to be inferred from the fact that no reasons have ever been given to sustain their use, except, merely, that they *do exist*.

On the contrary, not only is uniformity gained, but the number of letters to be written is diminished ; and the pupil has only to remember that the simple termination of the derivative word is required to be added to the primitive ; as *cancel, canceling, not cancel-ling ; pencil, pencil-ing, not pencil-ling ; travel, travel-ing, not travel-ling, &c.*

Let us hear, now, what the two leading lexicographers of this country have to say about this matter.

WEBSTER says that "the last consonant is doubled in oppo-

sition to one of the *oldest* and *best established* rules in the language."

WORCESTER, after stating that the derivatives of these verbs are spelled, in the dictionaries of Perry and Webster, with a single l; "and this mode is also more or less favored by the lexicographers, Ash and Walker, Bishop, Lowth, and by some other scholars,"—adds,—“and it evidently better accords with the analogy of the language.” In remarking on the orthography of the word *traveller*, he says, “*this form*,” (spelling it with one l,) “*only wants the sanction of prevailing usage to render it the PREFERABLE ORTHOGRAPHY.*” These remarks are equally applicable to the derivatives of a number of other words ending in l; as, *cavil*, *drivel*, *empanel*, *model*, *gravel*, *level*, *marvel*, &c.

Thus it appears that these men who have made the study of the English Language the great business of their lives, express their opinion most unequivocally, that both principle and analogy require the simpler method of using one consonant instead of two. Moreover, it is an established fact that principle, analogy, simplicity, regularity and convenience combine in favor of it; and opposed to its adoption we find nothing but “prevailing usage.”

Is it desirable that “prevailing usage” should be changed in this matter? If so, who, or what agency is competent to do it?

Men of distinguished literary qualifications may lend their influence,—may do much to hasten or retard the object; but nothing is clearer than that if teachers of schools, generally, should lead the rising generation into the practice of spelling according to the principle we have suggested, no influence could hinder its adoption.

Who has a greater interest in this matter,—on whom does the duty more clearly devolve to investigate the subject, than the teacher?

For The Massachusetts Teacher.

PHYSIOLOGY IN SCHOOLS.

My simple object in this brief article is to throw out some hints on the importance of physiology as a study in our schools. The subject is a large one, and a full discussion of it would require more space than I have time to occupy. I shall content myself, therefore, with the suggestion of some considerations which may awaken thought on this subject on the part of the teachers who read your pages.

I know of no subjects which can be made more interesting to scholars generally, than those which are embraced in physiology. I think that this will be the testimony of every intelligent teacher who has ever taught a class in this branch, even though his means of doing justice to the subjects may have been limited. In the little occasional experience which I have had from time to time in communicating knowledge on these subjects to young minds, I have found a very lively interest awakened, and the eager and numerous inquiries put to me by my hearers showed a desire to know more of the exquisite and beautiful contrivances with which our bodies are filled.

I have a very definite and pleasant recollection of the recitations on Physiology in Paley's Natural Theology when I was a member of college. The study seemed to awaken an unwonted interest in the minds of the whole class. And I will say here, that although that book of Paley's is not exactly fitted to be a class-book in our schools on the subject of Physiology, it is altogether the best book for this purpose which has yet been published. At any rate, no teacher who undertakes to teach this branch should be without it. It is by no means a complete, and systematic book on Physiology, but the most interesting points are brought out, and in the very best manner.

The occasional experience that I have had in regard to teaching this branch has long ago convinced me that it ought to have not only a place, but a permanent place, among the studies of our schools.

And if we look at the *nature* of the subjects presented in Physiology we shall see that this is true. They are subjects which to some extent are studied in a different phase or mode in some of the common branches in education. The scholar has attended, perhaps, to the mechanical powers in his Natural Philosophy. If so, he finds in the human body the principles of the pulley and the lever illustrated in great variety and perfection. The principles of strength in relation to form and arrangement of structure he has studied also, and these he finds exemplified everywhere in the framework of the body in the most admirable manner. He has studied Hydraulics, and he sees in the body the most perfect, and at the same time the most complex hydraulic machinery that was ever seen, working day and night in the circulation of the blood. The principles of Pneumatics he finds applied in the respiration—those of Optics in the eye—those of Acoustics in the ear—and those of Musical Sounds in the organs of the voice. His chemical knowledge, too, he finds meets with new applications in his observation of the changes and processes going on in the body.

The relations, then, of physiology to some of the most com-

mon branches taught in the higher classes of our schools, are of the most intimate character. Physiology, in part, merely extends those branches into a new and interesting field; and the student who has once entered this field recurs to these same branches with a renewed interest. Hydraulics, Pneumatics, Optics, &c., have a new attraction for him, arising from this, to him novel, application of their principles. The incitement thus given to the mind of a scholar by this attractive opening up of new applications of the knowledge which he had previously acquired, is worth much in itself, aside from the real addition made to his mental stores.

But there are relations of this study to other studies still, which should be noticed.

If the scholar has in the prosecution of Botany been interested in the economy of vegetation—in the manner in which plants and trees grow, and flowers and fruits are developed—he will find much in the structure and growth of the body analogous to what is found in the vegetable world. These analogies furnish ever present and ever varying subjects of contemplation and study, as he looks out upon living nature around him. And if he is taught aright, he will find that he is becoming interested in the phenomena of every living thing—that at home and abroad he is an every-day naturalist. This study of nature, let me say, in its broad common relations and its beautiful and extensive analogies, should be made very prominent in our systems of education. It is the application of the abstract principles of science to the forms, and especially the *living* forms, of nature all about us, that gives interest to those principles, and makes us to understand and appreciate them. Physiology, studied as it should be, will introduce the scholar to a very wide acquaintance with the analogies referred to, and provide for him abundant sources of knowledge in relation to the applications of the fundamental principles of the sciences.

I can barely allude to the relation of physiology to mental philosophy. One who has studied the latter, and then comes to the study of physiology, will be impressed with the fact, that the operations of the mind are to some extent dependent upon the material organization. The subject of the connection of the mind and the body not only unfolds new wonders to his view, but gives him a new idea of mental philosophy itself. He sees that this part of physiology is different from any other study to which our attention is directed. In other studies we look at matter alone, or spirit alone; but here we look at matter and spirit in a mysterious union. In this respect the study of Physiology has both a deep and a novel interest.

There are some other points on which I should like to remark, but I have not time to do so. Among them are,—the

endless variety of the subjects presented by Physiology; the facility with which they can be illustrated and explained to even quite young scholars; the interest which we feel in these subjects because they relate to ourselves, our own bodies and spirits; and the bearing which this study has upon the securing of proper hygienic regulations, both in individuals and in communities.

New Haven, Conn.

From Godey's Lady's Book, May.

PLACING A DAUGHTER AT SCHOOL.

BY MOTTE HALL.

["I have brought my daughter to you to be taught everything."]

"DEAR madam, I've called for the purpose
Of placing my daughter at school;
She's only thirteen, I assure you,
And remarkably easy to rule.
I'd have her learn painting and music,
Gymnastics and dancing, pray do,
Philosophy, grammar and logic;
You'll teach her to read, of course, too.

"I wish her to learn every study;
Mathematics are down in my plan,
But of figures she scarce has an inkling,
Pray instruct in those, if you can.
I'd have her taught Spanish and Latin,
Including the language of France;
Never mind her very bad English,
Teach her *that* when you find a good chance.

"On the harp she must be a proficient,
And play the guitar pretty soon,
And sing the last opera music
E'en though she can't turn a right tune.
You must see that her manners are finished,
That she moves with a Hebe-like grace;
For though she *is* lame and one-sided,
That's nothing to do with the case.

"Now, to you I resign this young jewel,
And my words I would have you obey;
In six months you return her, dear madam,
Shining bright as an unclouded day.
She's no aptness, I grant you, for learning,
And her memory oft seems to halt;
But, remember, if she's not *accomplished*,
It will certainly all be your fault."

AMERICAN INSTITUTE OF INSTRUCTION.

NEW HAVEN, TUESDAY, Aug. 16, 1853.

THE American Institute of Instruction met at the State-House in this city this morning, at 10 o'clock, GIDEON F. THAYER, Esq., President of the Association, presiding. Many ladies, as well as gentlemen, teachers from different parts of the country, were present, and the Representatives' Hall was nearly filled at the opening.

The meeting was opened by prayer by Rev. Dr. MITCHELL, of New-Haven.

Mr. BARNARD, of Hartford, in behalf of the teachers of Connecticut, welcomed the members of the Institute to this State, and congratulated them on meeting some of those who, twenty-three years ago, in the State-House of Boston, established this Association, and upon the good it has accomplished.

JAMES F. BABCOCK, Esq., tendered a similar welcome from the teachers and citizens of New-Haven.

Invitations were also sent from the officers of the College, to visit its Cabinet and other objects of interest.

Professor SILLIMAN now addressed the audience, and said, having had opportunity, he recently visited the East, and he had been more deeply impressed with the great importance of general education. Almost the whole continent of Europe was under the influence of military despotism. He was very much gratified to see the prevailing universal sentiment among us in favor of education. So long as this is the case, we had nothing to fear except in relation to one subject, unless the Providence of God interpose. But, on the continent of Africa, in that respect, there appears a ray of light. Wishing them the greatest happiness in their deliberations, he bade them "good morning."

Mr. THAYER, the President, responded, expressing on behalf of the Members of the Institute his gratitude for the kind reception they had received. He proceeded, also, to enter into a statement of the origin and history of the Institute, reading a portion of the Act of Incorporation, passed by the Legislature of Massachusetts in 1831, and the subsequent extension of the Association, so as to give it a national character. A volume of lectures has been published every year, making twenty-three volumes, which contain a great amount of valuable information.

The annual reports of the Directors, Curators and Treasurer were severally read and approved.

The Committee on Prizes reported that but seven essays had been received; all but one on the same subject. The Committee unanimously awarded the first prize to Mr. E. A. H. ALLEN, of Troy, whose essay was read by Mr. MANSFIELD, of Cambridge.

The subject of the essay was "*The Means of the Symmetrical Development of the Intellectual Powers.*" It takes the ground that the true principle of education is *self-education*. True education is a natural and symmetrical development of the intellec-

tual powers. This, however, is not instinctive, but requires outward aid. A good education would enable us to use all parts of the brain, as gymnastics enable us to develop all the muscles of the body. The knowledge required in a system of education must not be loose, but connected and systematic. Principles, which are sound and reliable, are the only proper food for the mind. The number of pure elemental sciences is small. The first of these is Mathematics. Next to this is Natural Philosophy. The ideas here developed are those of motion, sound, heat, light, &c., embracing Astronomy, Chemistry, Physiology, &c. These are the Natural Sciences.

All the sciences have not been advanced alike. Mathematics, being the oldest, has advanced the farthest. Mathematics is of less importance as a matter of learning, than for the use it is as an instrument for acquiring the knowledge of the exact sciences.

One who has acquired the knowledge of a science, will understand the enunciation of its laws, while they will be unmeaning to one who is ignorant of them. Hence the facts of science are the first to be learned, and the principles afterwards, on the inductive principle.

The author then proceeds to speak of the proper mode of proceeding, in the early development of the mind, beginning with the cultivation of the perceptive powers, and afterwards proceeding to the reflective. This process he proceeds to describe as the child advances to youth; and then announces his views as to the best system of education. A fundamental distinction should be made between the school of childhood and of youth. Between childhood and youth, growth or physical development should be the object. Childhood should be considered as the observing period, and on this principle the system should be formed. The cabinet should be in the primary school, and books, to a great extent, reserved for a later period. Nature before books — this is the great principle.

The essay was able and interesting throughout, and was listened to with deep interest.

AFTERNOON SESSION.

The Institute reassembled at 2½ P. M. Mr. JENNER, of New York, offered a resolution, that the highest interests of the community demand of the several Legislatures the permanent establishment of the teacher's profession.

MR. BULKLEY, of New-York, seconded the motion, in order to give opportunity for discussion.

Mr. JENNER, in support of the resolution, said this subject had been agitated extensively for the last twenty years. In witnessing the deficiencies of teachers, he had become convinced that one-half of the public money was wasted, from their inefficiency. There were two great difficulties. On one side it was said: "Give us more money, and we shall have qualified teachers;" and on the other side it was said: "Make teaching honorable," and we shall have qualified teachers. But he believed that if teaching were established as a profession, and the same safeguards thrown around

it as are around the other learned professions, the object would be attained. The people were prepared for it. When a man is licensed for other professions, the examination is made by those in the profession. But the examination of teachers, as often conducted, is but a ridiculous farce.

Mr. GREENLEAF, of Bradford, was not certain but that some of them got about as much pay as they deserved. He agreed with what his good friend had said; but we could not pass a law that would give us knowledge without study. A teacher would get good pay if he was well and thoroughly qualified. There was not a teacher so qualified in Massachusetts, who did not get more than the clergyman. He liked these Normal Schools. He liked the High Schools. They helped the Academies. Education was 323 per cent. higher in Massachusetts than it used to be.

Mr. HEDGES, of New-Jersey, wished Mr. JENNER to give a sketch of the law he proposed, by which the Legislature might enact them into good teachers.

The resolution was laid on the table.

Mr. PHILBRICK, of the Connecticut Normal School, delivered a lecture according to appointment. Before proceeding to his lecture, he reverted to the history of the Association, and said that, from its very organization down to this day, it had moved onward and upward with a steadily increasing momentum. It had exerted its influence in raising the standard of the qualifications of teachers. It had proved that Education was an art, based upon a science. It had also increased the impression upon the community, of the importance of education to the existence and welfare of our institutions.

The subject of his lecture was "*The Advancement of Common School Education*," and, in the treatment of the subject, he reverted to the condition of our Common Schools fifty years ago, noted the improvements that had been made, and the deficiencies yet existing. The great deficiency was, want of more efficient moral and religious training; he insisted on retaining the *Bible* as the text-book on these subjects. Another deficiency was, the want of physical culture; he spoke of the neglect of the laws of health in the practical management of the schools. He spoke, also, of the deficiencies in intellectual training.

After enumerating these deficiencies, he spoke of the means of improvement, which were chiefly the diffusion of information.

The people of Connecticut have the best foundation for a Common School system; and yet they complained that they were behind their sister States, though there were many brilliant exceptions. The truth was, they had been starving their Schools on the half-allowance derived from their Fund. They could not have good Schools without paying for them. The Superintendent had recommended that the proceeds should not be distributed except to those towns which would raise an equal amount. This would amount to but a tax of half a mill on the dollar. Boston was taxed for her Schools 1.7 mills on a dollar, on an average, for the last ten years. An equal tax on the property of this State would enable

them to have the best teachers in the State. Maine pays 2.07 mills on a dollar. This would give Connecticut \$800,000. It would be easy for them to do it if they had the disposition.

Information should be diffused, not only on this point, but on the importance of improved School-houses, and the influence of education on the country. But they must never lose sight of the fact, that "as is the teacher, so is the pupil." Every teacher, wherever planted, should be a centre of light and heat. They ought to keep up State and County Associations. They ought to establish and support educational periodicals. And he quoted, as worthy of imitation, the example of Ohio.

He concluded by relating an incident. He took occasion, recently, to visit one of the numerous factories of this State—a factory for making umbrellas. He saw a machine sending out these things perfectly finished. "There," said the proprietor, "is just what your Schools ought to be." And why are they not? Because, said he, we have not spent the sleepless nights over it that he did.

Mr GREENLEAF, of Bradford, said he thought one of the greatest deficiencies in our schools was, that scholars wanted to do too much. They wanted to pursue too many studies, and they wanted to learn B before they did A.

Dr. HOOKER wished to correct a mistake prevailing that deformity in students arose from assuming a bad posture, and that the way to correct it was, to assume a correct posture. That was not the difficulty. The symmetry of form depends entirely upon the proper exercise of the muscles. There was not a bone in the body but was held in place by the muscles.

Mr. HUNTINGTON, of Waterbury, said that LAMBERT's Physiology took the same view of the subject as Dr HOOKER.

Dr. B. N. COMINGS, of New-Britain, said the cause of the spinal curvature was generally muscular weakness; but position contributed to it. When the muscles became weak, the person acquired the habit of reclining to one position, and that became habitual. Generally, with ladies, the principal cause was muscular weakness. A New-York physician had expressed his belief that two-thirds of the ladies in that City were subject to spinal curvature, or spinal irritation. The cause was, mainly, that American ladies were strangers to physical exercise. And what is the system of education which produces this result? Our young ladies, at the period of ten years of age, when they are allowed the noble privilege of being girls, and romping, are as straight as the boys. This deformity commences when they are expected to become *young ladies*. And then, when the period arises that they are to be sent to the boarding school, they are immured—for what? To get an *education*. The father thinks that a teacher who cannot *finish* up a young lady's education in a year or a year and a half, is not a competent teacher. They finish it in this time, because they have not physical strength to do more. The object is to hurry them through all their studies in this time. They will have six, or eight, or nine studies, while a strong, healthy young man at college is not expected to pursue more than three. The consequence is they

acquire only a superficial knowledge of the branches they study, and become that fashionable specimen of humanity, a *nervous lady*. In the boarding schools, no opportunity is afforded, generally, for proper exercise.

He adverted, also, to the want of exercise of the other sex. It had been said that a life of study was necessarily a short life. But it was not so. He had a memorandum of a large number of literary men, who had lived to a great age. The reason was, that in developing the brain, they had also developed the whole nervous system. He spoke of the feeble, sickly condition of the graduates of our colleges, and of our clergymen, because of the fact that there is no provision made for thorough physical development. In old times, when every clergyman had his parsonage, and rode in his own wagon, the clergyman's sore throat was not known. This comes from general muscular weakness. And what is the exercise that most of our clergymen take? On Monday forenoon, he goes out and makes a few visits. But how does he walk? He walks deliberately about, not four miles at a time, but less than one. He repeats this. By and by he is out of health, and he is voted a vacation. And how does he go? Does he ride his own horse? No. He gets into the cars, and closes the window, and breathes the poisonous air. And in his round, he only gets a little change, not a remedy. Let a law be passed, requiring every clergyman to be furnished with a saddle-horse, and forbidden to ride in the cars, and we should hear no more of sore throats. He appealed to teachers to practise on these principles, both in relation to themselves and to their pupils. Let every teacher pass four hours every day in out-of-door exercise, and let this be practised by the rising generation, and instead of a race of literary dyspeptics, we shall have a race of intellectual giants.

DR. HOOKER wished to impress on the audience the importance of change of position, while engaged in study or rest. On looking over our audiences it would be easy to perceive that gentlemen changed their positions, while ladies, in obedience to fashion, sat bolt upright. What he insisted upon was, that in school the pupils should be permitted to change their position.

The minister's sore throat was not produced by the immediate effort of the muscles. It was owing to nervous debility. Why did not lawyers have it? Because, speaking extemporaneously, they speak with variety of tone and manner. If clergymen could write half and extemporize half their sermons, they would have less sore throat.

Prof. SILLIMAN said he had been struck with the healthful appearance of the rosy-cheeked Scotch girls. He had seen a family of girls, who, having large grounds, were allowed to romp, and were in fine buoyant health. He knew an instance now of a large family of children, who are allowed to romp and roll, and are in good health.

Then, in regard to eating, if a man would give himself time to eat, with cheerful conversation, we should not eat too much, and our food would do us good. We, as a nation, are, in comparison with

Europeans, in feeble health. His most decided opinion was, that physical education among us was neglected. He had seen some of the finest men destroyed by it; and he was sorry to say that there was yet no remedy. He believed, in our normal state, we were wound up for one hundred years; and if we could let alone spirits, tobacco, and opium, and take plenty of relaxation and physical exercise, we might attain to it. We have a great defect in our city. "Land, land!" was the great cry — no squares, no room. We were far behind the people of Europe, in buoyancy of spirits, in physical energy, and in general health.

TUESDAY EVENING.

A lecture was to have been delivered by Mr. FRANCIS T. RUSSELL, but being detained by indisposition, his lecture was delivered by his father, Mr. WILLIAM RUSSELL. The subject was "*Elocution*." In the commencement he referred to the results of school-training in the counting room and in the pulpit; in the former case, the occupant feeling himself prepared for his station, and the other not. He confined himself to the point of school training, speaking of the use of rules in reading. These rules were often arbitrary, and sometimes absurd, which he showed by quoting from SCOTT'S LESSONS. But rules, which were rules, were merely the expression of classified principles. Of such we could never have too many. He teaches poorly who does not refer every rule to its parent principle. Many teachers object entirely to rules; but their practice does not accord with their theory.

But it was also said that the use of rules serves only to distract attention. But this arises from the want of a thorough knowledge of the subject.

There is an absolute necessity for rules in teaching elocution. Elocution is an art, and all arts must be pursued according to rule. No one would think of pursuing the art of music without rules; and why should it be supposed that an art so nearly allied to it, should be pursued without rule? Emotion is expressed by sounds, according to certain principles; and to perfect an expressive utterance, those principles must be understood. It is the province of the teacher, who understands these rules, to preserve the natural habit of correct speaking, and to guard against wrong habits.

What, then, is the true foundation of rules of elocution? Speech is the expression of sentiment and emotion. Often the feeling of the speaker will be understood, when not a word is understood. The expression of emotion is not dependent upon words. When the curse of the confusion of language came upon man, there still remained the sympathetic expression of feeling. But all language is the expression of emotion. We may write without feeling, but we cannot speak without it. The way to obtain correct rules, then, is to study the principles which indicate the nature of emotion. With such a foundation to rest upon, rules are no longer arbitrary forms, but the true expression of principles. These rules should be practically taught by the inductive system, so that the pupil may see its use at the same time that he acquires the knowledge of it. This the lecturer illustrated

with appropriate and expressive examples, showing how teachers may, by similar examples, or by calling out pupils in such exercises teach the true principles of elocution. The voice must be exercised, in accordance with true principles, in order to develop and preserve its natural power. It also tends to cultivate the taste of the ear. A harsh, coarse tone of voice in a teacher exerts a sad influence upon the school; while a cultivated, well-disciplined voice, produces peace and harmony. How important that the model in the teaching of reading should be a good one. If the teacher has been faithful, the voice of harmony will be heard in the home circle. And the melancholy hours of the sick room would be lightened, if the voice of melody could be heard in reading there. But the influence stops not here. How much is lost in the pulpit and in all the walks of life, by the want of the proper culture of the voice in the school.

WEDNESDAY, Aug. 17, 1853.

The Institute assembled at 9 o'clock. Prayer by Rev Dr. CLEVELAND, of New-Haven.

On motion of Mr. PHILBRICK, a committee was appointed to report at the next annual meeting on the support of Common Schools throughout the country. The Chair appointed Mr. PHILBRICK, of New Britain, Ct., Mr. BISHOP, of Boston, Mr. HENRY BARNARD, of Hartford, and Dr. LORD, of Columbus, Ohio.

A lecture was delivered by Prof. KRUIZ, of Appenzell, Switzerland, late Professor in the London Home and Colonial Normal Seminary, on "The Character of PESTALOZZI, and his efforts in the cause of Education."

It was an acknowledged fact, he said, that the name and biography of great men cannot be separated from the great causes to which they have devoted themselves. PESTALOZZI was born in Switzerland, in 1746. He received the ordinary school education, excelling chiefly in imagination and originality. Having lost his father, who left him little property, he first designed himself for the Church, but afterwards took up the law, with the view of assisting his countrymen in maintaining their liberties. But he was turned from his course by the counsels of a dying friend. After this, he bought 100 acres of uncultivated land, and built a fine house in the Italian style. In a letter to the person to whom he was engaged to be married, he tells her his faults, and frankly declares that he shall put his duties to his country before those to his wife, and that his life would not pass without great undertakings. This was addressed to one of equal nobleness of soul. This marriage, bringing him a good wife and some property, might have made him independent, but that he was not qualified for the management of property. His property became embarrassed. He, however, made an appeal to the public for aid, and established an agricultural school on his own property, where the children of the poor were collected and instructed in the Winter, and put to labor in the Summer. They were instructed in weaving.

This, however, met with ingratitude from the parents, and ridicule from others, and involved the loss of most of his wife's property. From this time, for eighteen years, he struggled in great

embarrassment, when he published his great work which established his reputation. He also published other works in favor of liberty and the elevation of the poor.

At this time occurred the French Revolution. Switzerland was obliged to change its form of government, after the model of France. But this was resisted by some of the Cantons, and particularly in Interwalden, were all classes where massacred by the French without mercy. PESTALOZZI went to the only place left by the French, and began his work as a schoolmaster—first washing the children with his own hands from their filth. Here it was that he commenced his great work. His first thought was to alleviate the sufferings of the poor. His next idea was, that this could only be done by fully developing all their faculties, physical, mental and moral. This he did on the principle of reducing all the branches of study to their elementary principles, and teaching the children facts and principles rather than words and forms. The Phonetic reading was first attempted by PESTALOZZI.

This plan agreed with the natural disposition of children. He saw their animation, and the joy that was sparkling in their eyes. He had the moral culture as much at heart as the mental. And yet there he desired rather to produce a feeling than a dogma. He not only spoke about love, but he taught them to love one another. An incident: On hearing of the burning of a town, not far distant, he laid the matter before the pupils, and told them of the destitute condition of the children. They said, "Let them come here." "But your rations will be diminished." "Let them come,—we will share with them."

The vicissitudes of the war compelled him to give up his work at Stantz. But his enthusiasm was undiminished. He now went to the little town of Butolph, and requested the authorities to let him teach the little children. The lecturer's father joined him in 1818, and the school was opened in an old castle. The system upon which they proceeded was what PESTALOZZI called the *Natural System*. The lecturer proceeded to describe the plan at some length, which was to address the child through the senses, teaching him facts, and leading out his mind through them, to the understanding of principles, and showing how it led to a harmonious development of all the faculties. The child was active, and he would seek either to build or destroy; and this principle was kept in view, and made auxiliary to the work of instruction. Arithmetic was taught in a natural manner, so that visitors were astonished that the children would answer questions from their heads, which a learned man would have answered by Algebra.

PESTALOZZI'S residence at this place had been a decisive one. It had settled his experiment. He now went to another little town, on the shores of a small lake. Here his school became celebrated, and a resort for pupils from all the European nations. Besides the pupils, there came a great many men, teachers, and others, to learn his method of teaching. Many were sent by Government, from Prussia, Spain, Russia, and other nations. The Emperor of Russia, when his army was on the Rhine, paid him a visit, and asked him for teachers for his own school.

In conclusion, he described this family, as he called the school, assembled on PESTALOZZI's birth-day, when he had arrived at the age of nearly seventy, and quoted an interesting passage from the address which he delivered on the occasion.

He died in 1827, the last years of his life being full of storms and adversities. The one hundredth anniversary of his birth, was attended by thousands, who had partaken of the benefits of his system of instruction. He should be happy if the cause of education was so far in advance here as not to need these suggestions. But there might be here a tendency to press the tree of education too fast. In that case, he would point them to that venerable man, and entreat them to allow the tree first to take root.

Mr. MORSE, of Nantucket, spoke of the allusion in Mr. PHILBRICK's lecture, to the giving of too much aid to pupils in their studies. He thought this was the chief fault in the school-room instruction of New England. He offered a resolution to the effect that it is the sense of this Institute, that keys to arithmetics and algebras, in the hands of pupils or teachers, tend to make superficial scholars, and that this Institute disapproves their use. He regarded it as a point of vital importance. He believed it would be better to suspend all the schools in New England, and devote two or three years to the teaching of teachers, so that they may be able to go on without the keys, than to go on as at present.

Mr. ALFRED GREENLEAF, of Brooklyn, said there was, in the city of New York, a Free Academy for the benefit of all the pupils of the public schools, who are fortunate enough to get in there. Twenty-five per cent. of those who get in are from one school. He asked one of the teachers of that school how they got along so. He replied that, "keys or no keys, every scholar was required to show that they understood what they learned."

Mr. GREENLEAF, of Bradford, replied to the gentleman from Nantucket, and said that he wished that gentleman had looked on one of the pages of his *Key*, and read, "*For teachers' only.*" He did not believe a teacher that was good for anything would let a scholar deceive him, or abuse a key. He did not see all this evil. He had kept school since 1805. Then they had old PIKE's Arithmetic. Then they had manuscripts in which the sums were all worked out. They brought their sums to him, but he could not get time to work them out, and they would go and look at other scholars' manuscripts. He would like to know what good teacher had never used a key? The best books published in Europe have keys. He always used them, because he could not get time to do a sum, to tell whether it was right.

On motion of Mr. PHILBRICK, the subject was laid on the table.

Mr. BULKLEY, of New York, called attention to the great subject of Mr. PHILBRICK's lecture—the *Culture of the Heart*. This, at the present time, was a matter of great interest, when attempts were making to drive the Bible from common schools.

Dr. BACON, of New-Haven, had no doubt that the teaching which pupils get is often a positive disadvantage to them, in respect to the object of teaching. He did not believe a pupil could have too much

help, if it was of the right kind. But a pupil might be bothered with help that was no help. He could look back to the time when he was a student, when he suffered for want of help. The business of the tutor was not to teach, but to see whether the pupil taught himself; and the point of honor was, that he should get no help from earth or heaven. If a student had gone to the tutor to ask him to explain a problem in *Euclid*, he would have been *tabooed* in a moment. He believed this doctrine was now exploded, and that the business of teachers was to *teach*. But teaching was not to take the problem and work it out. But it was teaching if he led the mind of the learner through all the successive steps, and made him understand it. Teaching consists in bringing the powers of the mind to an apprehension of the truth. A few years ago, he spent half a day in the High School at Edinburgh. After he got through, he made the remark that, if we had reason to suppose that slaves on our Southern plantations were driven so, we should be disposed to apply Lynch law to their masters.

Dr. HOOKER, of Hartford, believed that pupils were helped too much. There were two objects of instruction—the one to impart knowledge, and the other to give the power to obtain it. He proceeded, at some length, to elucidate his subject.

WEDNESDAY, Aug. 17, 1853.

At 3 o'clock, P. M., a prize essay was read by Mr. PEIRCE, of Walham, Mass., on "Crime, its Cause and Cure," attempting to show that the common education of the school, secular instruction, is no security against crime—and hence arises the importance of *moral* instruction in our schools. It is generally admitted that crime is rapidly on the increase. Notwithstanding all that could be said in explanation or extenuation, he believed it was a fact that there had been a great increase of crime for the last few years—although never had so much been done, in the way of benevolent operations, for the improvement of society.

He believed that the diffusion of knowledge merely, was no certain prevention of crime or immorality. A very popular notion is, that ignorance is the parent of vice, and that we have only to teach men, to make them good. But he doubted whether, when we have simply taught one to read, and no more, we have really done him any good. Facts would show that, to make one good, we must do something more than to teach him to read and write. This, of itself, only makes men more capable of doing evil. *Facts*: According to the criminal calendar of England, in thirty-seven years, there was an increase of commitments of about seven fold, while the population had scarcely doubled. In Ireland, it was about the same; while in Scotland, crime had increased thirty fold. The *London Times* notices this increase, and in its connection, the fact that this has been especially the period of philanthropic action, and of the multiplication of schools.

In our own country, there has been a great increase of schools. In New York, the increase of crime has been gradual for eighteen years—50 per cent. in the whole period, a little more than the increase of population.

In Massachusetts, according to the testimony of Gov. BRIGGS, and the Mayor of Boston, there has been a great increase, especially of juvenile crime. In Philadelphia, similar facts exist. With these, he compared the statistics of Prussia and France. In Prussia, where all the people are educated, the returns show a great increase of crime, while in France it is stationary. But in France the comparative exception may be traced partly to the division of the land into small proprietorships. The number of landed proprietors is 4,000,000; while in England less than one-fourth are employed in agriculture.

In New York State, the city of New York, containing about one-fifth of the population, furnishes more than half the criminals. France also has her great cities; and her comparative exemption from crime is entirely unaccountable, on the presumption that Education prevents crime.

On examining the records of prisons, it will be found that convicts are better educated than the generality of their class. At Pentonville, England, it appeared that over 800 out of 1,000 had attended some school. The chaplain thinks that such an education as they received does not prevent crime, and Mr. ROEBUCK was obliged to admit the same fact. *Blackwood's Magazine* demonstrates the fact, that for the last twenty years, two to one of the criminals were educated. And in France, it appeared that four-sevenths of the criminals were educated.

These facts go to show that the morals of a people do not necessarily advance in proportion to the progress of secular education. This affords no effectual barrier against crime. These facts almost justify the inference that education multiplies the facilities for the commission of crime. The proportion is not so great in this country, probably because there is more of the moral element here.

What, then, is the cause, and what the remedy? Crime is not all from one cause. Ignorance is doubtless one cause. And yet mere intellectual knowledge contributes to crime as often as it does the contrary. As indolence promotes crime, let every one follow some regular occupation. All that we do to promote industry, and to furnish labor to those who want it, goes so far to prevent crime. He who furnishes employment, therefore, as truly contributes to the prevention of crime, as he who builds churches and school-houses.

Another mode of preventing crime would be, to offer adequate facilities and inducements to agricultural employment to laborers, and especially to foreigners. It has been estimated that three-quarters of the foreigners among us remain in our cities, and hence a large proportion of them are without employment, and with all the temptations to crime. He marvelled that no benevolent enterprise had been set on foot, to provide for the settlement of these foreigners in the West. An agricultural population, spread over a large extent of country, would naturally be more free from crime than the same population collected in manufacturing or mercantile towns. He believed, also, that it would be better for our young men, as well as for the community, for more of them to remain in the country, engaged in agricultural pursuits.

Mr. PEIRCE looked upon *unsound* education as the chief cause of crime. There never was a time when such outlays were made for popular education, and yet it was the general wonder that crime was on the increase. Our education in the family, the school-room, and of every-day circumstances, has been more of the head than of the heart — to make children learned and accomplished, rather than wise and good. The fact ought to have been the reverse. The greatest outlay ought to have been made to promote moral education. Legislatures have seemed to take it for granted that all that was necessary to reform men was to enlighten them. We have increased the number of our school-houses, advanced the qualifications of teachers, and lengthened the time of the schools. But too much of this has been merely to promote the cultivation of the intellect, without reference to the culture of the heart. A *school* does not generally embrace the idea of inculcating good moral principles and good manners. The same thing is true of our school books. And the same defect runs through our Normal Schools, and the examination of teachers. Morals and moral training should be put not only on a level with other branches, but they should have the preference. The whole spirit and discipline of the school must be *moral* in the highest degree. This moral training must be an omnipresent, all-animating influence. It must be continually at work. The scholar also must feel that he is sent to school for this purpose. *Character* is the object for which we should live, and labor, and pay our money. This work should begin in the family and be carried on in the school. It was possible, he thought, to teach all the principles of Christian morals, without the dogmas of sectarianism.

It might be asked, whether as much was not done to teach morals in schools now, as there was thirty or fifty years ago. He thought there was not. As late as the commencement of the late war with Great Britain, nearly all the children, especially in New England, were connected with some religious society. But now there are thousands who belong to no society, and go to no church. Moreover, he thought there was not so much religious instruction in families as formerly. The time was, when the family altar was generally maintained in New England. But now, he feared these altars were, to a great extent, thrown down. And there, in former times, the catechism was taught in the schools, and nobody was dissatisfied. If the schools of his early days were of any advantage to him, they were chiefly so on account of their Saturday's exercise. But now this could not be done. It might be said that we now have our Sabbath schools, but multitudes of children never go to them.

The subject commends itself loudly to the consideration of the friends of humanity. Let our schools be consecrated to religion and morality, as well as to learning, and then a new epoch will begin, and we shall no longer be troubled with the paradox of increasing education and increasing crime.

Mr. GREENLEAF, of Brooklyn, said he had a few statistics, but they were somewhat different from those of the lecture. Of fifty

persons brought before the police in Brooklyn, thirty were Irish, and but eight were Americans. The rest were from other countries. And it is the Irish and Germans who keep the grog-shops that make the criminals. He went into the prison in Brooklyn and inquired, and found but three or four Americans. It was true that we had crime, but it was not our schools that made it.

Mr. HUNTINGTON said we should all admit that public crime has increased in the world. But the attempt to connect it with any system of education is a perfect *non sequitur*. He believed that just so far as we have any system of intellectual culture, we so far put in operation a system tending to diminish crime. The essay says that whatever we do to furnish employment tends to the diminution of crime; hence, as we employ children in the improvement of their minds, we produce this result. It would be as logical to maintain that the increase of crime is originated by the advancing interest in benevolent and religious objects. We might, also, as well attribute it to the increase of the arts of commerce, of luxury, &c. The great objection to the lecture was not its statistics, but connecting it with education.

Mr. BISHOP, of Boston, was afraid the impression would be created, that those who dissented from some parts of the lecture, were opposed to *moral* education. No one felt the necessity of it more than himself. But he felt called upon, as having spent his whole life in the Common School cause, to say that we ought not to be told that for thirty years we have been doing the public an injury, by a defective system of education. He denied it. He believed it could be maintained that, aside from our system of religious instruction, our Common School system has been one of our most efficient means of moral influence. It had been stated that thousands of children in our country are brought into no Sabbath schools. An English gentleman came to Boston, for the purpose of obtaining information respecting the Massachusetts Common School system, with the view of its introduction into England, where it was objected to by many of the clergy, as a "godless system." Questions were sent out, and answers were returned from three of the principal cities, directed to this point. They were astonished by the fact developed, that nearly all—about 99 in 100—of the children in the schools were also attending Sunday school. In Boston, there were but 13 who did not attend Sunday schools. This was on the 1st day of January, 1853. He believed the result would not be materially varied, if the examination were general throughout the country. Here, criminals are not the fruits of our school system. They were too far gone before they come here. Many of them are trained up as street-beggars, and we cannot get hold of them.

Mr. RUST, of Tennessee, said it must be a fact, that the excess of intellectual over moral culture, was one of the dangers of the present day. If he made any objection to the essay, it was that it was not sufficiently specific as to the means of correcting the evil. Connect education with moral culture, and it results in a virtuous character; but connect it with vicious culture, and it will make a

vicious character. The manner in which we shall connect moral and religious instruction with our schools is the great question of the age — whether we are to have the Bible in our schools as the only true standard of morals.

Dr. HOOKER, of Hartford, said he felt a regret, on hearing the essay read, that so much that is excellent should be mingled with so much that is fallacious. In regard to statistics, it had been said that "figures cannot lie." But, in his experience, figures had been made to tell falsehoods, as often as words. The more complex the causes which produce any result, the less reliance can be placed on statistics. This is particularly the case with reference to the production of crime. Who believes those statistics in relation to Prussia and France? There must be some mistake.

In relation to the prevention of crime, it is a complicated work. The pulpit is to do its work; the school its work; and the family its work. There is a great deal of moral and religious influence in the school; but the school could not do the work of the pulpit. These influences are all to be combined.

Rev. Dr. SEARS, of Massachusetts, was gratified with many things in the essay in regard to the necessity of moral influence. But he was entirely at variance with the gentleman, both as to his facts and conclusions. Statistics are taken with very great difference as to completeness. In relation to Prussia, there has been a rank religious rationalism in Germany for the last fifty years, and just about this time these influences have gone down from the Universities to the people. Then again, what is crime in Prussia? In 1834 he knew an officer in a German University whose business was to spy out the crimes for ten years previous. The consequence was that the most respectable persons were put in prison because, when they were boys at colleges, they belonged to secret societies. And then again, persons were put in prison for not praying according to the forms prescribed by government. He remonstrated against sending out such a prize essay as this. It was a libel upon the Common Schools of New England.

[The President stated that the Institute in no case endorses any sentiment of a lecture or essay.]

CALLING OF THE STATES.

Mr. BYINGTON, of Alabama, said there was no school system in Alabama, Georgia, or Mississippi. Every sixteenth section of land is given to schools; and where the land is good and the people rich, the schools are well supported, while where the land is poor and it is most needed, they derive little support.

Dr. GIBBON, of North Carolina, made some statements respecting the condition of education in that State. The Moravians have a good school; the Methodists have numerous ladies' schools; the Quakers have a college, and there are many private tutors. The State has a University; but the Common School system is very deficient. In the back country, if a man has a short crop, he tries to get up a school, and goes round with a subscription paper to see how many scholars can be obtained, and a school is kept for a few

months. In the mountain region, the people have very little instruction. It is, however, a district which has sent two Presidents to Washington. In the upper districts of North Carolina, there is a practice of sending their boys over to the Tennessee colleges. He gave an interesting account of an expedition of five boys over the mountains on foot, with their guns and fishing lines, with a cart to carry their baggage. When they got there, they hired an old negro for a cook, hired a fresh cow, and bed and bedding. At the end of five months, they hired saddle horses to come home. This was the way that these boys prepared themselves for Yale.

Mr. GREENLEAF, of Brooklyn, spoke for Pennsylvania, having recently attended their Convention. They meet twice a year. They are doing much, though they have to contend against many difficulties. Bishop POTTER has taken hold of the matter in good earnest.

Mr. JAMES said the public school system was originated in 1836. The father of it was THOMAS H. BURROWES. The law was not, at first, extended over the whole State, but was made optional. The schools are free, supported by a tax. When a school house is to be built, a vote is taken of the district, and the necessary amount raised by a tax. The schools are graded, having primary, grammar, and high schools. Philadelphia has some of the best schools in the country. The common schools are nurseries of the colleges, which have flourished much more since their establishment.

Mr. HEDGES, of Newark, N. J., said that State was doing something and saying but little. When he first became acquainted with the schools of New Jersey, fifty years ago, there was no State system. The schools were private. The first State provision was for the poor. About the year 1840, the law was revised. Five years after, a State Superintendent was appointed; and, afterwards, the people of each town were required to levy a tax, equal to their proportion of the public fund, with authority to raise three times as much. And now the schools are advancing. Better wages are paid, and the schools are generally maintained ten months in the year. The cities are separated from the farming districts. The city of Newark has the entire management of its schools. \$30,000 was raised last year, though two-thirds of the children are taught in private schools. They are now building a Free Academy, and then they will have three grades of schools. But the cause has difficulties then. They have a strong body of voters who are opposed to common schools. There are three such denominations. The Catholics claim that their portion of the public money shall be paid to the Catholic priests. He should be glad if these were the only enemies they had to contend with. He was a Presbyterian. But he was sorry to say, that there were Presbyterian ministers who openly advocate parochial schools. They would resist it from the beginning.

Mr. McKEEN, of New York, said they had had a State system for a great while. It was a good system, but the people wanted to make it better. But their doctoring had not made it better. The

income of the fund is about \$300,000, and the towns were required to raise as much more. Three years ago, the State authorized the raising of \$800,000 more, to be raised by general tax. But this was not sufficient; and, in many of the rural towns, the people had returned to the old practice of raising money by rate-bills.

The city of New York commenced their school system about forty-five years ago, by the Public School Society. They had accommodations for about 25,000 scholars. This left a large portion to be provided for by private schools. Ten years ago, the Ward School system was commenced. They have erected thirty of these schools. But here were two systems, both receiving their share of the public moneys. But they have now been consolidated into one system. They have had the past year 115,000 children registered. Many of these, however, have been for very short periods. They have one-fourth of all the inhabitants of the State in the public schools.

They have had, in New York, twenty-two evening schools, with about 8,000 scholars registered, about half of whom attended evenings.

These schools have answered a very good purpose. They are managed by lady teachers. One of these ladies showed him a gold pencil-case that had been presented her by the poor servant girls who attended the schools.

They have normal schools, composed entirely of teachers, in which they have opportunity to advance in study while teaching.

Mr. HUNTINGTON said they were just beginning to feel the influence of the teachers' institutes and normal schools, and he saw before him such a corps of teachers as he had never seen before. He believed next year they should be able to make a better report.

Prof. SILLIMAN spoke of the Institution of Yale College. Comparing the state of things when he became connected with the Institution with the present, he could see a great advance. The discipline was entirely parental. He spoke with reference to allusions made in the previous discussions; though he had no time during lectures to converse with the students, yet he had always met the classes afterwards for free conversation.

The examinations are now conducted by printed questions, furnished to each student at the time, each student by himself, so that every one is thrown upon his own resources. Students have always been allowed to go to their tutors or professors with their difficulties. There is no chance for a laggard to get through the Institution, unless he drops through. Those who cannot come up to the mark are dropped. Public punishments are seldom resorted to. They had no regular system of physical exercise, but he hoped they would yet have.

He had derived very great satisfaction from what he had witnessed here; he saw before him such a collection of intelligent men and women engaged in this work. We must have this or the bayonet. And the Bible must be the guide. And he wished the old custom of reading the Bible and prayer were restored. There is no alternative between this and despotism. But we cannot have it here without wading through seas of blood.

EVENING SESSION.

This evening a lecture was delivered by LOWELL MASON, Esq., giving an explanation of the practical application of the Pestalozzian System, with special reference to the teaching of vocal music.

In the year 1832, he said, he had the honor of appearing before this Association, and of illustrating the subject of music in schools by the performances of a juvenile class. He was then honored with a visit from a well-known teacher, then and now the Principal of Chauncy-Hall School, Boston, and now the President of this Institute. This was immediately followed by the introduction of music into that school as a *school exercise*. Since that time music has been very generally introduced throughout the country as an exercise in school. He wished he could add that the principles of PESTALOZZI had been as generally followed. He had intended to speak of some of the principles of PESTALOZZI, before he knew of the lecture delivered this morning; and, on reflection, he had concluded not to change his purpose. The principle had been much abused, especially by the teachers of music. The system was not a mere set of forms and plans. It did not consist in any or all of the helps used by PESTALOZZI himself. Any system that does not engage the mind and heart is not Pestalozzian. The plan of mutual instruction has been called Pestalozzian, but it was never adopted by him as a system, but only from necessity. And those who have adopted this system as Pestalozzian, have not used it as he did. Another way in which his plan has been perverted, is in the singing over, in a hand-organ style, certain lessons. But PESTALOZZI's plan was but little more than simultaneous repetition. In some schools, the multiplication table is turned into lyric verse, and sung to a tune. This is not Pestalozzian—it is monkeyism or parrotism.

Catechizing has been called Pestalozzian. PESTALOZZI did, indeed, converse familiarly with his pupils. And that is a very different thing from having questions so constructed as to require merely the repetition of sentences in the book. PESTALOZZI took care so to form his questions as to elicit thought. He never asked a question that could be answered by yes or no. It has been supposed that the blackboard is the peculiarity of PESTALOZZI's system. But a school lined with blackboards will not necessarily be Pestalozzian.

Pestalozzianism does not consist, either, in any particular nomenclature or vocabulary. Nor is it in anything new in the nature of music, or of notation, signs, or symbols. It is no royal road by which a child can come to a knowledge of music very quick, or with very little study. A tolerably practical knowledge of music cannot be acquired in less time than a tolerably practical knowledge of language. As it is not a short way for the people, neither is it an easy way for the teacher. A man cannot be called a good Pestalozzian teacher who is not an *artist*. But no one who is not qualified for the Pestalozzian system, is fit for any other.

The Pestalozzian system looks to the universal and harmonious

development of the intellectual powers. This has been too much neglected. The leaf called memory has received undue attention. But PESTALOZZI maintains that every leaf should be unfolded. The Pestalozzian will so arrange the various departments of study, as to make them harmonious. Singing and reading are twins—like the Siamese twins, they should grow together. The multiplication of studies is not so much to be objected to as the *manner* of pursuing them. Music and drawing should be commenced together and at an early period. The one cultivates the voice and the ear, the other the eye.

The Pestalozzian teacher is the last to undervalue the communicating of knowledge; yet the opening and development of the faculties he makes the main thing. And all studies are to be pursued with this object in view. It is especially the business of the teacher to prepare the soil for the reception of the seed.

But the notion that reading, writing and ciphering are the main objects of the school, cannot be gotten out of the minds of the community. Music is not supposed to possess any power. To be able to sing or play from written characters, is supposed to be the whole end of learning to sing. And this is not surprising, since it is so regarded in other branches.

The simplifying of the elements of knowledge is another of the principles of PESTALOZZI. This will raise the pupil above the book, and enable him to act from his own understanding. A carefully graduated course is another principle of the Pestalozzian system. The teacher knows that that which costs little is worth little; and hence he is careful not to relieve the pupil from doing his own work.

Perhaps the most important peculiarity of the Pestalozzian system, is that which consists in free inquiry, in opposition to that which depends on the assertion of the teacher.

The Pestalozzian system goes on the principle that things are before signs.

But it is impossible to describe the Pestalozzian system by words, as it is impossible to teach music in a lecture. The principles of PESTALOZZI must be conquered, felt, and made one's own. The man who thus practically learns the system, will make a good teacher. There are some who profess to be Pestalozzian, who mistake it entirely; while many others, who know nothing of it, are Pestalozzian in practice. Pestalozzianism is *Nature*.

Mr. MASON's lecture was an hour and a half long, and was listened to with earnest attention. It is very difficult, in a brief sketch, to give a just view of it.

After the lecture, the Chair proceeded to call the several States, and give opportunity for statements respecting the cause of Education.

Rev. Mr. PARSONS, of Wisconsin, said that State has a good system on paper. They have a University already in operation. They have, also in prospect a very large fund. They have been thus far sadly off for well-qualified teachers. There are many in the sparse settlements who have enjoyed no school privileges, and are very ignorant. But there are many good scholars and good teachers in the large towns, and a feeling of deep interest is awakening on the subject of public schools.

They were compelled to feel it by the sentiments boldly put forth in the Catholic papers in opposition to such schools. Another fact of encouragement is, that an association of American women, at the East, are endeavoring to establish schools at the West for the training of teachers. There is one such at Milwaukee.

Prof. FLETCHER, of Indiana, said that the people were waking up to the matter of education. There has been a complete revolution in the public feeling of the State. As Indiana is an agricultural State, the inventions for labor saving in agriculture have left the young people with time for attending schools. New England has a large interest in Indiana, in the railroads and in the population; and this has tended to give an impulse to schools. The State of Ohio has also contributed much to this result. Indiana has a good School Law, a State Superintendent, and a State Board. He hoped the time would come when the meeting of this Institute would be held in Indiana.

Mr SMITH, of Toledo, reported for Ohio. A few years ago there were none of the Northwestern States so far behind in this cause as Ohio. But a few young men engaged in teaching, took up the subject, and held Teachers' Associations, and awakened attention. Six years ago a State Association was formed, who employed an agent to act as a State Superintendent, and his salary has been assessed upon the teachers. He has canvassed the State, held Teachers' Institutes, and awakened interest, till, at the last session of the Legislature, a good law was passed, providing for a tax of two mills on the dollar for the support of common schools. This will raise \$1,800,000. They have a revenue of \$200,000 from a fund. This will raise the amount to \$2,000,000. The Town Boards are also authorized to double this amount. This will provide \$500 to a school. It also provides for a tax for school libraries, and for able and efficient Boards of Examiners, and a State Superintendent. There is also a provision for a High School in the centre of each town. The schools are almost all on the union plan, uniting all the schools in a town under one Board.

Three years ago, in Toledo, they adopted the union principle, and built four school-houses for the Primary and Secondary departments, at an expense of about \$25,000. They are now building a fine house for the Grammar and High School, to cost about \$37,000. The teachers receive from \$200 to \$1,100 salary.

Prof RUST, of Tennessee, was sorry that he had not the favorable report to make of Tennessee that had been made of some other States. In about 1820, there was a fund set apart, the interest of which was appropriated to the county academies, amounting to about \$200 for each. In 1830, a fund was raised to support a school in each neighborhood, giving to each about \$60. But the system has operated rather to prevent exertion. They have some very good select schools. Private tutors are employed in some families.

He had been struck with the discipline of the schools in the East. Accustomed to the obstreperousness of the West, he could not tell how they managed. He mentioned this, that, if any of them came out West, they must not be surprised if they met with some difficulties, till they understand their social condition. Their Academies are about equal to the High Schools here. He was happy to meet this Institute.

He hoped the time would come when he could make a better report of Tennessee.

NEW HAVEN, THURSDAY, Aug. 18, 1853.

The first business of the morning was the election of officers. The President, who has occupied the position for many years, having resigned, THOS. SHERWIN, Esq., of Boston, was chosen President, with a large number of Vice-Presidents, and the other usual officers. The President left the Chair, and the new President not being present, the first Vice-President, JOHN KINGSBURY, Esq., of Providence, R. I., took it.

LOWELL MASON, Esq., delivered a lecture, exemplifying, in a very interesting manner, the principles set forth in his lecture last evening, designed to give the teachers a practical idea of his method of instructing a juvenile singing school.

On motion, it was voted that Mr. CYRUS PEIRCE be allowed an opportunity to reply to the exceptions taken yesterday to his essay.

Mr. W. J. ADAMS, of Boston, one of the Committee who awarded the prize to Mr. Pierce's essay, asked leave, in justice to Mr. P., to make a brief statement. He said the Committee consisted of five members of the Institute, each of whom, without knowing the names of the writers, read all the essays at his own home, and at their next meeting, they were agreeably surprised to find, that, without concert, they had unanimously agreed. In awarding the prizes, the Committee took no responsibility as to the sentiments of the essays. Mr. A. thought there was a misapprehension of the sentiments of the writer. He did not understand the essay as attributing the increase of crime in any respect to our schools. The writer merely wished them to exert a much greater moral influence. Mr. A. thought there were passages in the essay which forbid any such construction as had been put upon it.

Mr. PEIRCE said, that if an avalanche had fallen upon him at the close of the reading of that essay, he knew not that he should have been more surprised than he was at the unexpected assault upon that humble production. And that surprise was deepened by the quarter from which it came. He had, for more than forty years spent in the cause of common schools, had some trials; but he did not expect, at this time, to be charged with traducing the schools of Massachusetts. He felt that there had been a misconception. He felt wounded, and injured, and wronged; and that he had a claim upon the gentleman who had applied such epithets to his essay, (Rev. Dr. SEARS, Secretary of the Board of Education of Massachusetts,) to retract the same. That gentleman had spoken well of his works, heretofore; and he ought to have been cautious, and deliberated, and been sure that he was right before he censured so severely.

The premises might be questioned, but he denied that it was illogical. The whole point of the essay was, that education did not restrain crime; and that, owing to the too little moral instruction, it had not accomplished what it might in this respect.

Rev. Dr. SEARS said that the circumstances in which he found himself were owing to the fact that speakers had been limited to ten minutes. The time for courtesy was denied. There was not time to express their personal feelings. They had objection to the issuing of such a prize essay. He took very great pleasure in repeating the

assurance of his high respect for the author of that essay, and for his motives. Their only question was as to the matter of fact. The ulterior object which the gentleman had in view, was one with which he entirely sympathized; but the essay was now an abstract matter, and *not personal*. With all this respect for the author and his intentions, he must say that the essay was just what it was taken for. He was accustomed to listen to such things, and he knew what it was. He had not a word to take back. But he would say, if there was any unjust implication of the author, then he would take that back.

He thought, in the case in hand, that if an essay is selected on account of its superior excellence, and receives a prize, he might put the question whether it did not involve the sanction of the Institute? Who would stand up in the British Parliament and say that the institute is not responsible for it? And, he asked, can you put a more mighty weapon into the hands of those who are endeavoring to sap the very foundations of our Common School system, than that very document? His official station was somewhat delicate in the matter. Particular reference was made to the schools in Massachusetts. He had the reports of all the schools in Massachusetts in his office, and he did say that the representations in that essay, in relation to what is done in those schools and by the School Committees, *are not correct*. He did not mean that they were designedly so. He knew they were not. Yet, he repeated, they were not correct.

Mr. BISHOP, of Boston, said he was persuaded that no person acquainted with the parties, could for a moment suppose that there was anything personal in the matter. There was a very strong tendency to regard our productions as identified with ourselves. The lecture, as he heard it, announced its theme as "Crime—its Cause and Cure." The characteristics of our schools were presented, and the necessity of more moral teaching. He thought it was a fair inference, that the influence of the schools was called in question. He would say as many kind things as could be said, of the author, but he would not take back a jot of what he had said of the essay itself. It was mischievous, and we should see it paraded, "The godless system of Protestant Education judged out of its own mouth." But if he had said anything unkind of the author, he would retract it.

A resolution was offered, directing the Curators not to publish the prize essay of Mr. PEIRCE.

Mr. HEDGES, of New-Jersey, said: If the essay could be accompanied with the discussion, he would not say a word. He respected the man who had spent forty years in the cause of Education. He assented, fully, to the principle with which the essay sets out, that *mere* intellectual education will not of itself restrain crime. He assented also to the declaration that too little attention is devoted to moral instruction. But while this is true, the argument of the essay was unsound. The inference that *Common School* Education is no restraint upon crime, is not correct. A comparison was made, and it was maintained that where there was the most Common School Education, there was the most crime. He solemnly protested against the doctrine.

Mr. GREENLEAF, of Brooklyn, approved most cordially of the honest intentions of the author. But he protested against the essay.

Mr. PHILBRICK, after expressing his high respect for the author of the essay, said that after listening to that essay, he felt that if it were permitted to go out, a wound would be inflicted on the cause. He proceeded to controvert some of the positions of the essay. He stood up to give his protest against the essay, on behalf of the Common Schools. He hoped the Institute would not publish it.

Mr. HUNTINGTON, of Waterbury, spoke of the points made in the essay, and maintained that it did justify the objections that had been made against it: and he protested against it being published as the Essay of the Institute.

Mr. PEIRCE said the word "cause" had been misapprehended. It was used in the sense of "occasion." When he penned that essay, he supposed it would have the entire approbation of his fellow-teachers and educators. He supposed they would all admit that they were deficient in moral instruction. But he was sorry to perceive that it was not so. He concluded by requesting that the essay might be restored to its author, and that he be allowed to return the money received for it.

Mr. THAYER moved that the request be granted as to the essay, but not as to refunding the money.

Dr. BACON suggested the publication of the essay, with an answer to be drawn up by the gentleman from Massachusetts, who had controverted it. He believed that the reasonings of the essay were fallacious.

Mr. THAYER said he could not accept the proposed amendment, because the essay would be used as a weapon against our School System, while the rejoinder would be suppressed.

After some further remarks, the question was taken on Mr. THAYER's motion, and it was agreed to.

THURSDAY AFTERNOON

HON. HENRY BARNARD delivered a lecture on the "Practical Lessons to be drawn from an Educational Tour in Europe." The first lesson to be learned from a tour in Europe was, that the school was not a modern institution, nor one confined exclusively to any country or any particular religious denomination. It was not exclusively a Protestant Institution. From the beginning, the public school was the gift of the Church. Another lesson was, that we were not to judge of the condition of schools in Europe, by visiting a few of the best schools. As to the schools, there was not much to be learned of importance. The most important matter was, the graduated system of inspection. The system of inspection in Holland was the most efficient. And yet New York had once a system very much like it—the system of County Superintendence. As to the support of public schools, there was not much to learn. All of the best schools he had visited were pay schools. From all his observation, he was thoroughly satisfied that there should be a modified system of rate-bills. It was, fifty years ago, the boast of this State, that not a single native of Connecticut was known who could not read and write. And yet this State had rate-bills. He spoke of the district schools of this State as not being behind other States. He did not object to free schools as a principle. He believed, however, the object could be obtained without laying the

whole tax upon property. Let every scholar in New York pay one dollar, and the fund would be doubled. The reason why he was in favor of this was, that it held the parent to a portion of the responsibility.

One of the subjects that especially interested him was *attendance*. Here was our weak point. In Massachusetts we have the largest attendance, and yet it appeared from the record that an average of one-third was absent. It is here we are to find this anomaly. Here, in this community, we find a large number of juvenile criminals. These never have been in the public schools. He believed we must go back to the compulsory statute. This is done in some European countries. To meet this difficulty, we need another class of schools. He referred to the "Industrial Schools," which are doing so much good in England and Scotland.

The department of education in which most are interested is that of teachers. But you will never see such a spectacle as this. In an assembly of 500 at Heidelberg, there was not one female. He believed they did not employ females in the schools, to any extent, in Europe. He believed this was a defect. But teaching was there a regular profession, requiring several years' preparation; and they feel that, when they have spent their lives in this work, they are entitled to a pension.

There are regular schools for the preparation of teachers. The teachers' seminaries are for teachers, and the model school annexed is the normal school.

In England, a portion of the School Fund (which is not greater than that of Massachusetts) is given to teaching pupils who, after rising through a regular grade, are admitted to the Teachers' Seminary.

The "Christian Brothers" is a self-denying community in the Catholic Church, who devote themselves to teaching. There are more than 3,000 of them employed in the parochial schools in Europe.

Teachers' Associations, in Germany, are aided by Government. Every teacher, in Germany, is entitled to his salary from the public chest, as much as any other Government officer. When a vacancy occurs, there is an open competition for the office.

Libraries of books on the subject of Education are established, to which teachers have access. The teacher, in Germany, has a house provided, in addition to his salary.

Under the influence of this system, some of the schools have attained a high reputation. They aim at the thorough cultivation of all the faculties. The results of this system have not yet been realized.

The influence of these schools is everywhere counteracted by the bad habits of the people, and the suppression of liberty by the Government. But either the schools will change the Government, or the Government will change the schools.

But after all this is said, the schools of Europe, under the disadvantages of their governmental influences, do not turn out such practical men as our schools, with our governmental influences. A young man brought up in a New England Common School, will make a better business man than the best Prussian scholar, depressed

under their despotic government. But the superiority of New England is not to be attributed solely to the District School.

Much of the efficiency of the European schools is to be attributed to just such associations as this.

Mr. BARNARD concluded his lecture by a tribute to the memory of the late Rev. THOMAS H. GALLAUDET, who was, in his view, one of the greatest practical educators ever known.

CALL OF STATES.

After the lecture, the call of States was resumed. JOHN KINGSBURY, Esq., of Providence, said that the Schools of Rhode Island made great advance under the administration of Mr. BARNARD, now Superintendent in Connecticut. The Schools had not gone backward, but they had not made the same progress that they did under that gentleman's superintendence.

Rev. Dr. SEARS, Superintendent of the Common Schools of Massachusetts, said that Massachusetts holds to a sort of Pestalozzian method of developing itself. They did not hold that their system was the best that could be adopted for all circumstances. Their system was founded on the principle that education must rest on a religious basis. They would be glad to see more of moral influence introduced than there is now. The Bible is used. Religious or devotional services are introduced, according to the taste of the teacher; but excluding sectarianism. The progress of Massachusetts is slow, she is feeling her way with caution. Her people are all heartily in favor of the educational movement.

The present system has been materially advanced by the establishment of the Board of Education. They do not interfere with the local committees, and they are entirely independent of political or sectarian party. All parties unite in keeping it separate. The present Whig Governor has just appointed the Democratic Governor of the last year, to the vacancy occurring this year. The same rule is observed as to religious denominations.

The object of the public fund is, to secure the coöperation of the towns in the legal system, and to act so far on the towns as to bring them into the State system. The theory of Massachusetts is, that the support of the schools shall depend not on the State, nor upon rate bills, but upon voluntary taxation of the towns by themselves. The Normal Schools are supported by the State, and the pupils of these schools receive assistance, in proportion to their distance from the schools.

The system has been very greatly changed by the introduction of the gradation system. The tendency is that way. After 1854, the districts are to be abolished, unless the town vote to the contrary. Another law requires high schools to be established in towns of a certain number of inhabitants. To meet the wants of these schools, the Legislature has established forty-eight scholarships in the colleges, the candidates to be selected by the Board of Education. Agents are supported to go before the people with the views of the Legislature and the Board. A practical teacher is employed as an agent, to confer with all the committees in the towns, and assembling all the schools at one, and going through all the exercises of the school, as an exemplifi-

cation of what is taught in the Normal Schools. This introduces all the improvements to all the committees and teachers. \$4,200 annually, is also appropriated to Teachers' Institutes, of which about twenty are held; and permanent arrangements are made with a number of the most distinguished professors, to attend and instruct in these Institutes, thus securing the coöperation of the Universities.

By having a permanent corps of teachers, they have the advantage of unity. They have exact arrangements, so that the people and teachers may know just what to expect. And it was his opinion that these Institutes were doing more than anything else to promote the advancement of the cause. The people are interested. They never have found a place large enough to hold the audiences that assemble toward the close of the week.

After all, it was the spirit of the people that gave the character to the system. It is because all the people took hold of it as their cause.

Dr. CUTTER, of New-Hampshire, said the schools were supported by tax, as in Massachusetts. The schools are superintended by a town committee. They had, also, a Board of Education, composed of commissioners from each county. They meet twice a year, and make reports from each county, which are printed for the use of the committees and teachers. Most of the counties hold Teachers' Institutes, which are supported by taking three per cent. of the public money. The State is progressing educationally. Their system is well adapted to the condition of the State.

Mr. LIBBEY, of Portland, said that the large territory, and sparse population of Maine deprived them of many of the facilities enjoyed by the mother State—Massachusetts. But still, there had been a very decided improvement in their common schools. Each town is required to appoint a committee of three, to visit the schools; and they have the power of dismissing a teacher.

In the cities and large towns he thought their schools would compare well with the schools in other States.

He stated some interesting facts to show what improvement had been made. A gentleman here had expressed the desire to see a school without books. He could take him back fifty-two years, to a school which had but three books in it, except what belonged to the teacher.

Mr. TURNER, of Richmond, said he could not tell of an inexhaustible fund capable of affording an education to all the children of the Commonwealth. He could not tell of school-houses, such as we see here, yet he could say that Virginia had ample means of education. They had their old University, justly the pride of the State. But there was no public school system. There were private schools, however, all over the State, kept to a great extent, by New-England ladies. They have a school fund, but the circumstances of the population prevent its doing much good. And yet, there are no people who better appreciate a good education; and they expend vast sums for the education of their children.

Dr. MITCHELL said he had the pleasure, a few years ago, of passing seven successive years over the State of Maryland; and his first errand was to place a Bible in every public school. Maryland has a good common school system, supported at the public expense. The

Bible was put into every school in 1839, and when some of the teachers demurred against its use, the commissioners required them to teach every scholar, capable of it, to read a portion of the Bible every day. They have a very excellent High School in Baltimore, which he thought gave the idea of the New-York Free Academy. A University, recently chartered, had the power of conferring the degree of Master of School-keeping, making teaching a learned profession.

THURSDAY EVENING.

Prof. GUYOT delivered a lecture on the method of teaching Geography. Geography was defined, he said, as a description of the globe. But when he opened the book, he did not find the globe described. It is not the objects that compose the globe that we are to study; but it is their association, making one great whole. Geography is to show the association, the arrangement, and the relations of these objects. If we describe, as Geography ought to do, we must look upon them in their arrangement and in their order. We seek also the relation of cause and effect; and here we come to physical description, and terrestrial physics. And then if we go on and take in man, and all his physical relations, this gives us a new aspect.

The true method of teaching Geography is, to prepare the pupil to go on from beginning to end; for there are things adapted to the capacities of the different ages of the pupils. The method pursued by so many manuals, of beginning with the relation of the globe to the sun, is wrong, because the young pupil cannot understand it. We must begin by taking cognizance of the geographical description of the earth. He would not begin with civil Geography, but with the simple physical descriptive Geography. We have here a natural division: 1. Physical Description; 2. Terrestrial Physics; 3. Historical Description.

In this lecture, he would confine himself to the first of these, because it was physical description that belonged to the common school. The teacher is a guide; and the book is a guide, but it ought to be nothing else. Nature should be the great teacher. We study the globe. But the globe is a great thing, and we cannot take it in our hands. Therefore, we must take a good representation of the globe. We must begin with this, and not with a book. The first lesson, therefore, should not be composed of definitions. Let us ascend Bunker Hill Monument, for instance, and look over the scenes, and say, here is a bay, here is an island, &c., and then mark it on paper, and tell the pupil "This is a map." This will bridge over the chasm between the child's mind and the representation we make of the globe. We must not only resort to facts, but to imagination, in order to give the child an idea of those parts of the globe which cannot be seen. This the lecturer illustrated with maps and charts, giving physical descriptions of the different parts of the globe. When we get an idea of the map into the mind of the child, let us go on with the map and no book at all. He would have him look at the map, and grasp the forms, and the comparative size and extent of land and water, the different continents, &c. If you put in the details, names, &c., the mind is confused.

Thus we see that the intuitive method is the first to be presented to

the mind of the child. It presents it in an intelligible form, and prepares him for a future advance.

Here he would begin other courses. The characteristic of the second stage is *analytical*. We must go on and take the characteristic forms of the continents. And here, the pupil must be required to construct a map from memory.

He proceeded to illustrate these views in an exceedingly interesting manner, with charts; and, among others, he presented and explained outline maps of Germany, in which, by means of a description of the mountains and rivers, the way is prepared for understanding the civil geography of that most intricate portion of Europe. The historical importance of this, he said, was incalculable, as the history of the middle ages was identified with this country. And also that the civil divisions of the country accord with the physical separation of territories, so that they are a kind of reprint of the natural divisions; and the consolidation of Germany is almost a physical impossibility, while France is one great open country.

After the lecture, Mr. HUNTINGTON read a letter from Lieutenant Governor POND, who is soon to become the acting Governor of the State, expressing his regret at not being able to attend the meeting, with the deep interest he felt in the object.

On motion of Mr. BAKER, of Gloucester, the usual votes of thanks were passed, beginning with a complimentary resolution to Mr. THAYER, the late President.

Mr. THAYER responded to the vote of thanks, and said he had been twenty-three years an officer in this Institute, and had felt proud and gratified in all the posts to which he had been called.

He had hoped, on declining a reelection to the presidency, to be permitted to retire to a private station; but as the Institute had thought proper to decide otherwise, he should acquiesce in silence, in the position they had assigned him.

He rejoiced to leave the chair of the Institute at a time of such remarkable prosperity in the Association. It never was more flourishing. There had been in attendance on the present session, a larger number of the original members than at any session in the last ten years. Delegates from, at least, seventeen different States had been with us, and a lively interest was manifested by all.

He congratulated the Institute on the choice of so able, worthy, and accomplished a successor as they had made, and doubted not that, under his guidance, it would continue to thrive and do good for many years yet to come.

In addressing the teachers, he took occasion to allude to some remarks made on the first day of the session, respecting position, which he should be sorry to see carried out in the school-room. He would not like to allow pupils to assume all imaginable positions. While there should be frequent change of position, a proper one should always be required. In all the schools with which he was acquainted, there was a sufficiently frequent change of position. He did not believe the statements which had been made in regard to the curvature of the spine among the ladies. He was sure that the cases as stated, were exaggerated in number and in frequency. He could not say how it

might be in fashionable society, where young ladies live in luxurious indolence, keeping late hours, turning day into night, &c., but he knew it was not true of the substantial class of society.

The best calisthenics or gymnastics, he said, were to be found in the domestic labor of the family. He believed this was the best means to prevent the curvature of the spine. He did not believe that the gentlemen who had made these remarks, would like to see the "rompings" which they recommended, in the streets of New Haven, or in their own drawing-rooms. If they had private accommodations on their own premises, it might do. But we must pay some regard to public opinion.

Mr. THAYER proceeded to give words of wholesome advice and encouragement to the younger portion of the teachers, and, in bidding them farewell, gave them a cordial welcome to Chauncy Hall School, over which he presided in Boston.

Mr. HUNTINGTON, Mr. BABCOCK, and Dr. HOOKER, responded on behalf of Connecticut and New Haven, and the meeting was closed with the Doxology, to the tune of "Old Hundred."

The meeting was one of great interest throughout. It was gratifying to see so able a body of teachers, to the number of five or six hundred, assembled for the purpose of advancing the cause of education; and the high character of all the exercises must tend to elevate the teacher's profession in the estimation of the public.

Resident Editors' Table.

GEORGE ALLEN, Jr.,.... Boston. }	RESIDENT EDITORS. {	ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, Dedham. }		E. S. STEARNS, W. Newton.

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THE CAUSE IN CONNECTICUT.

AMONG the very pleasing elements of the meeting at New Haven, of which we give a full report this month, was the organization of a State Teachers' Association. The "live" teachers in that State are bestirring themselves in earnest, and they appear to have engraven "NO FAIL" on their frontlets.

Eight years ago, in some of the counties there was not a single *permanent* teacher employed. Now they are found in all the counties of the State. *Graded schools* have been organized in all the cities and principal manufacturing villages, in which are employed men who intend to make teaching a profession. The salaries of teachers have risen more than *fifty per cent.* in the last five years. A large number of beautiful and costly school houses have been erected, and measures taken to educate teachers for the same.

The State Normal School which was opened in New Britain three and a half years since, has received the warm commendation of the Governor in his annual messages, and at the last meeting of the Legislature was placed upon a substantial basis, by the appropriation of \$4000 a year for five years. About *six hundred* teachers have already enjoyed the benefits of the institution. Teachers' Institutes have been held annually in every county during the last five years.

The last Legislature authorized the employment of convicts in the State Prison at Wethersfield to manufacture school apparatus, and sets are to be furnished to towns at half price.

The following individuals were elected officers of the State Teachers' Association, for the year ensuing:

President, E. B. Huntington, Waterbury; *V. President*, Wm. H. Russell, New Haven Co., N. P. Barrows, Hartford Co., G. Sherwood, Litchfield Co., E. A. Lawrence, Fairfield Co., S. Chase, Middlesex Co., L. S. Camp, New London Co., E. T. Fitch, S. Windham Co., E. F. Strong, Tolland Co.; *Recording Secretary*, D. N. Camp, New Britain; *Corresponding Secretary*, J. D. Philbrick, New Britain; *Treasurer*, F. C. Brownell, Wallingford.

The Association resolved to publish a periodical. Over *three hundred dollars* were pledged for its support, on the spot, and a fair list of subscribers obtained in addition. *Macti pueri!* May success attend you.

CONNECTICUT STATE TEACHERS' ASSOCIATION.

THIS body was organized several years since, but hitherto it has not been very efficient in its operations. At the recent meeting of the American Institute of Instruction at New Haven, efforts were made to revive it and to unite the teachers of Connecticut under its banner. A new board of officers was elected, and as Mr. Barnard had announced his determination to dissolve his connection with the Common School Journal for Connecticut, which he has so long and so ably conducted, it was determined to establish a "Teachers' Paper" for the State. The sum of *four hundred dollars* was pledged on the spot to sustain it one year. A board of editors was appointed, consisting of the following gentlemen; Henry Barnard, John D. Philbrick, David N. Camp, E. B. Huntington, T. W. T. Curtis, and E. A. Lawrence. They do not expect, however, to do without the Massachusetts Teacher.

The next annual meeting will be held some time in October. The precise time and place will be announced in due time.

TEACHERS' INSTITUTES IN CONNECTICUT FOR 1853.

During the month of October, one Institute will be held in each County of the State. The precise time of holding the several Institutes has not been fixed. The following are the places named: Southington, Branford, Middletown, Brookfield, Winsted, South Coventry, Plainfield, Mystic Bridge.

D. N. Camp, Professor in the State Normal School of Connecticut, received at the recent commencement of Yale College, the honorary degree of A. M.

M. T. Brown, Esq., who was for four years the principal of the North Grammar School in Manchester, N. H., from which place he was last spring called to the honorable and responsible post of Principal of the Model Department of the Connecticut State Normal School at New Britain, has lately been appointed Principal of the George Street Grammar School in New Haven, with the salary of \$1200 a year. The people of New Haven have waked up to the importance of improving their system of public schools. They have commenced in the right way. They erected an excellent building and furnished it with the Boston school furniture. They then said, "We must have a *first rate teacher*, and we are willing to pay a *first rate price*." Mr. Brown has already earned a high reputation in New Hampshire. New Haven now stands next to Boston, in the salary paid to teachers of grammar schools.

At the recent commencement of Hamilton College the honorary degree of A. M. was conferred upon J. W. Bulkley, of Williamsburgh, N. Y. Mr. Bulkley has done much to make the profession of teaching respectable. He has been president of the N. Y. State Teachers' Association, and has been for some time principal of a very large public school in Williamsburg. Recently, he has been appointed Principal of the Normal School, about to be established in that city on a plan similar to that in the city of New York.

The next annual meeting of the Connecticut State Teachers' Association will be held at Middletown, commencing on the evening of the 24th of October, and continuing through the 25th. Teachers from the neighboring States are cordially invited to attend.

CONNECTICUT STATE NORMAL SCHOOL.

Mr. J. W. Tuck, the late accomplished sub-master of the Washington School, Roxbury, has been appointed to one of the Professorships in the State Normal School, Conn. Mr. Vose, of Milton, succeeds Mr. Tuck, — Salary, \$600.

PERSONAL ITEM.

Mr. L. L. Camp, a graduate of the Connecticut State Normal School, has been appointed principal of a Grammar School in New London, with the salary of \$700.

The article which we promised to insert in this number of the Teacher, has been necessarily omitted, to make room for the report of the transactions of the American Institute of Instruction.

If the time now spent in attempting to make pupils find out for themselves the names of words by spelling them, were employed in pronouncing words without spelling them, we believe the pupils of our primary schools would make in the first two years full twice the advancement they now do.—*Ohio Journal*.

NOTICE.

The Connecticut State Teachers' Association will hold its next semiannual meeting at Middletown, commencing Monday, Oct. 24th, at 2 o'clock, and continuing through Tuesday evening, Oct. 25th.

Teachers' Institutes for Connecticut will be held as follows:

- Oct. 3 South Coventry and Brookfield.
- " 10 Southington and Mystic.
- " 17 Branford and Plainfield.
- " 24 Middletown.
- " 31 Litchfield.

Each Institute commencing on Monday evening and closing with the exercises on Friday evening.

PRIZE ESSAYS.

The following Prizes for original Essays are offered by the Massachusetts Teachers' Association:—

To the members of the Association, for the best Essay, on either of the following subjects, a prize of *twenty dollars*.

1. "The importance of increasing the number of Female Teachers qualified to give instruction in the Higher Departments of Education."
2. "The Evils and Remedies of Whispering, or Communicating, in School."

To the female teachers of the State, for the best Essay, on either of the following subjects, a prize of *twenty dollars*.

1. "Best Method of Conducting a Primary School."
2. "Thoroughness in Teaching."

The Essays must be forwarded to the Secretary, *Charles J. Capen, Esq., Latin School, Boston*, on or before the 15th of October. Each Essay should be accompanied by a sealed envelope, enclosing the name of the writer. The envelopes accompanying the unsuccessful Essays will not be opened. The prizes will be awarded by an impartial Committee; but no prize will be awarded to an Essay that is not deemed worthy of one. The successful Essays will be regarded as the property of the Association.

W. H. WELLS, *President*.

Newburyport, April 18, 1853.